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# CULTURAL COMPETENCE VIA A SHORT-TERM PROGRAM

Environmental Sustainability, Cultural Awareness, and Personal Growth: A Short-Term Study Abroad Program Design for the University of Colorado, Boulder

Jana Kathryn Howlett

IELR PIM 71

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

February 9, 2014

Advisor: Sora Friedman, Ph. D.

## CULTURAL COMPETENCE VIA A SHORT-TERM PROGRAM

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Student name: Jana Kathryn Howlett

Date: February 9, 2014

# CULTURAL COMPETENCE VIA A SHORT-TERM PROGRAM

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### Abstract

The University of Colorado (CU), as with many academic institutions in the United States, has seen a consistent increase in the number of students opting for short-term study abroad programs. A growing concern in the field of international education is whether it is possible for students to mature in cultural competence from such a short time spent abroad. In an initiative to deliberately increase students' intercultural growth during short-term excursions, *Global Seminar: Environmental Sustainability and Cross-Culture Contact in Costa Rica (GSCR)* proposes a program that implements two new aspects to CU's study abroad options: a course-linked program and an intentional focus on cultural competence.

The proposed program spans one full spring semester on campus and a three-week summer session in Costa Rica. GSCR students will engage in learning activities focused on environmental sustainability, intercultural understanding and personal growth. GSCR develops its academic foundations from the theories and foundational works of Spencer and Tuma's *Guide to Successful Short-Term Programs Abroad*, Mezirow's Transformational Learning Theory, Howell's theory on Developing Intercultural Competence, David Kolb's Experiential Learning Cycle, and the Gallup Business Journal's book *Now, Discover Your Strengths*. Drawing on best practices from the field of international education and short-term study abroad, GSCR addresses all elements of a comprehensive program design with a focus on theoretical foundations and the curriculum. Upon successful completion of the program, CU would see the possibility of offering similar programs in a variety of subjects and disciplines.

### Introduction

A dynamic topic in many international education circles is the rise in popularity of short-term study abroad programs. As Redden (2012) reports, “the proportion of students participating in programs of eight weeks or less continue to increase” (para. 15). While these programs are encouraged, there is concern as to the potential these programs have on effectively increasing participants’ cross-cultural awareness and competency. As demand for short-term programs increase, it is imperative to strategically design programs that offer the greatest possible cultural impact within the allotted time.

The proposed program, *Global Seminar: Environmental Sustainability and Cross-Culture Contact in Costa Rica* (GSCR), is a credit-bearing, short-term study abroad program for the University of Colorado, Boulder (CU). It will be led by a faculty facilitator, and participants will be CU students with a sophomore standing or higher. The program is environmental in nature, but has a three-way focus encompassing the expansion of students’ cultural competence, academic knowledge, and personal growth.

The program takes place over the course of two semesters and is segmented into three sections: pre-departure, in country, and post-departure/return to campus. The length spans one full Spring Semester and the three-week CU Summer Term “A”.

Pre-departure, students will meet with professors on campus several times a month during the semester. They will have reading lists and assignments to complete during this time. The course material will concentrate on environmental

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issues, preservation, and sustainability, with an additional instruction and focus on cultural sensitivity and personal awareness/growth.

The in-country segment will take place in Costa Rica. While there, students will join the host organization, Global Volunteers Network, on one of their Turtle Projects. While most of the day will be spent participating in volunteer work, there will be additional activities for the students. These activities will include guest speakers, cultural and environmental excursions, group discussions, and personal reflective assignments. Once home, there will be an online session for questions, final presentations, and evaluations.

### **University of Colorado, Boulder**

CU is a university that understands the importance of teaching the value of intercultural education and global awareness to young adults. The home page of the institution's website promotes international music concerts and film festivals, cross-cultural education discussions, and their office of International Education (University of Colorado, n.d.).

CU's office of International Education (OIE) was established in 1959. Over the years it has expanded to a thriving and influential department on campus. It supports hundreds of study abroad options, over 1,600 international students, roughly 600 visiting international scholars, and a 25 percent study abroad participation rate among undergraduates (University of Colorado OIE, para. 1).

OIE's Mission Statement is:

to actively promote international and intercultural understanding and  
to enrich the academic and cultural environment of CU-Boulder by

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facilitating the exchange of people and ideas. OIE brings CU to the world and the world to CU (University of Colorado, n.d.).

Students at the university have many opportunities to pursue study abroad and international education programs. It is customary in the classroom for students to experience international professors, teaching assistants, and research opportunities.

### **Global Volunteer Network**

A provision in the standards concerning volunteer abroad programs from the Forum on Education Abroad, an association that is recognized as “the Standards Development Organization for the field of education abroad” (Forum, Mission section, para. 1), states, “The program should be offered in collaboration with well-established, trusted, and known community-based agencies, private firms, or other organizations located in the host communities” (2009, para. 5). This is expounded upon in “Service Learning Abroad and Global Citizenship,” which extends a reminder that short-term efforts in a host community may not be sustainable once the program is over and students go home. Programs would do well to foster partnerships with organizations already underway, encouraging the ongoing long-term relationship with community that is not dependent on short-term help (Esposito & Jones, 2006). This is also advocated in the *Service Learning Toolkit*, where it is advised to develop programs “connected to a broader collaborative rather than an isolated effort” (Maurrase, 2003, p. 202).

Adhering to this guidance, and after a great deal of research, GSCR decided to partner with a strong service-learning program that is already well developed and



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underway in Costa Rica called Global Volunteers Network (GVN). GVN is a highly esteemed program founded in 2000 by Executive Director, Colin Salisbury, after an excursion to Ghana, West Africa. While in Ghana, “[he] saw the tremendous difference volunteers could make in helping local organizations achieve their goals” and decided to get involved (para. 1, 2013). GVN has grown to offer volunteer opportunities in 20 different countries, for youth, young adults, and adults ages 50 and over. GVN has done such a great job making an impact, Bill Gates (2007), successful businessman and philanthropist, stated on Newsweek Web, “I’d love to see more young people taking action to help the poor and disadvantaged. Two places to get started are Network for Good and Global Volunteers Network” (Global Volunteers Network).

GVN’s Turtle Project was established in 2002, and allows students to join with local Costa Ricans, GVN staff and additional volunteers in aiding three species of endangered turtles, the Olive Ridley, Leatherback Black, and Green turtles. The students spend their first two weeks in country working side-by-side with biologists, interns, and locals who are dedicated to helping these species thrive.

### **Costa Rica**

Costa Rica is a natural biological land bridge between North and South America. This unique geographical location results in extremely rich and varied biodiversity in a range of ecosystems. With volcanic mountain ranges, rainforest, coastlines and cities to study, Costa Rica is one of the most ideal locations for a program on environmental sustainability (Allegheny College, 2013). Furthermore, the Costa Rican government recognized in the early 1970’s that the tourism

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industry was particularly dependent on the country's natural resources. These resources include the wildlife, beaches, rainforest hikes, and the tropics. The country began to aggressively conserve natural resources and develop national parks. The worldwide tourism industry took notice, turning Costa Rica into one of the most renowned countries for *ecotourism*, "responsible travel to natural areas that conserves the environment and improves the well-being of local people." (TIES, 1990). Despite great effort and good intentions, natural resources in Costa Rica are still dwindling; rainforests are being razed, rivers and coastlines polluted, and wildlife increasingly jeopardized. With this juxtaposition, students visiting for GSCR's volunteer and study abroad program will be able to witness both the conservation and the destruction of many diverse environments.

Keeping GSCR's program goals of increased cultural competence and personal growth in mind, Costa Rica offers plenty in terms of cross-cultural experiences. When visiting from the United States, students can expect to encounter a different language, new foods, music, television shows, beauty ideals, animals, cars and other means of transportation, building structures, and adventure/risk-taking activities. Costa Rica has been established as one of the safest and most politically stable countries in Central America, resulting in a setting conducive for such cultural discoveries and personal reflection.

### **Theoretical Foundations**

GSCR believes volunteers can make an amazing difference overseas and in their own communities. Experiences that lead students to grow in intercultural

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competence, a desire for an environmentally sustainable future and personal growth may be some of the most rewarding and long-lasting of their lives. In the proposed short-term, course-based program, GSCR draws its academic, cross-cultural and personal growth foundation from the following theories and foundational works: Spencer and Tuma's *Guide to Successful Short-Term Programs Abroad*, Mezirow's Transformational Learning Theory, Howell's theory on Developing Intercultural Competence, David Kolb's Experiential Learning Cycle, and the Gallup Business Journal's book *Now, Discover Your Strengths (StrengthsFinder 2.0)*.

### Short-Term Study Abroad

According to the Forum on Education Abroad, short-term study abroad programs are now the “primary international experience for a significant percentage of U.S. college and university students” (Forum, 2009). Additionally, *Open Doors* data from the Institute of International Education states the percentage of U.S. undergraduate students participating in short-term study abroad programs is 58.9 percent and increasing (2013, p. 4). However, there is concern as to the potential these programs have on effectively increasing participants' cross cultural awareness and competency.

For this reason, there has been an increase in research regarding the benefits of shorter study abroad programs. After conducting several studies, Chieffo and Griffith (2003) collected extensive survey information, which gave evidence that students' knowledge and understanding of their and other cultures increases with short-term programs. Indeed, other studies have pointed towards academic and

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personal benefits such as intercultural sensitivity and an enhanced understanding of globalization (Anderson, Lawton, Rexeisen, & Hubbard, 2006).

A recent study conducted at the University of Minnesota shows a three-week short-term study abroad program can have a positive impact on participants' intercultural sensitivity as well as professional and personal development, including career goals, educational aspirations, self-awareness, worldview and perspective change, global engagement, critical thinking skills, and motivation related to international affairs. (Nam, 2011, abstract)

These conclusions show that participants of short-term programs are becoming globally competent citizens whose short time spent in another country helped develop skills to better understand their world (Anderson, Lawton, Rexeisen, & Hubbard, 2006).

Also, for many students, longer endeavors are simply not possible. Reasons often include finances, work obligations, lack of programs in their field of study, delays in graduation, or simply apprehension at being away from home for a long period of time. A program that is deliberately structured to increase intercultural understanding, competence, and personal growth while still being accessible to such students could not only be their first step in further international endeavors, but could be genuinely life-changing (Dessoiff, 2006, p. 23).

However, such success has to be extremely intentional on the part of the faculty facilitator and program designer. Donnelly-Smith noted, "faculty members, study abroad administrators and program directors tend to agree that students get the most out of short-term programs that are highly structured, require ongoing

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reflection, and include in-depth experience working or studying with host country participants” (para. 11). Keys to the success of a short-term program can be identified in the following five steps (Spencer, 2002):

**1- Consistently regard academic content as the program’s primary focus.** Make certain the curriculum is as rigorous as classes taught on-campus, and connect the study abroad site to the learning objectives. For example, Kathryn Howard, program coordinator for Maricopa Community College states, “Going to a museum abroad is educational, but there must also be a presentation, discussion, something like that. Every activity must be closely tied to what students are learning in the classroom” (Donnelly-Smith, 2009).

**2- Ensure the faculty facilitator is both competent and practiced at experiential teaching.** It is critical to student growth that faculty are able to successfully connect on-campus material with learning encounters abroad. The facilitator’s role abroad goes far beyond that of a campus classroom. They become not only instructors, but also travel agents, travel guides, mentors, counselors, medics, disciplinary officers, local experts, evaluators, and more (Stephenson, 2005).

**3- Include substantial integration with the local and host community.** Host families and volunteer projects are a great way for students to interact with their host community. A key to success is having students work side-by-side with locals in the community, which provides a higher number of opportunities for cross-cultural conversations, understandings, even challenges. These experiences can be seen as

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“richer and more meaningful growth opportunities,” which are fundamental for students’ individual processing and progress (Maurrasse, 2003).

Home-stays are mutually beneficial in a multitude of ways. The host families have a chance to be involved in community projects by housing volunteers even if they are unable to participate in the work themselves. Additionally, interaction with the students can be an extremely enriching learning experience. Families and students can share cultural similarities and differences, learn more effective cross-cultural communication, and both can act as ambassadors for their country. Perhaps most importantly, families and students have the chance to build long-lasting global friendships (Interlink, 2008).

**4- Integrate guest lecturers from the host country into the students’ classroom sessions abroad.** Academic experts from the host country are able to provide perspectives that the faculty facilitator cannot. This will help ensure more local immersion and avoid the “bubble” or “island” effect, which is essentially staying within one’s cultural comfort zone. Examples of the bubble effect are spending free time with students from the group, online, or watching U.S. television, eating North American food, and making little to no effort to learn the language of the host country.

It has been found that it is imperative to the academic success of the program to limit such behavior in students. In fact, a major characteristic of a well-structured program is “the provision of maximum opportunity for immersion with locals through constant and in-depth contact in various social and cultural contexts” (Nam, 2011, p. 25)

**5- Continuous reflection should be required, both on individual and group levels.** According to *The Guide to Successful Short-Term Programs Abroad*, a “best practice” in short-term academic programs includes both having cross-cultural experiences, and having time to process them. “Too many experiences without a context in which to study and reflect on them can leave students overwhelmed and unsure of just what they are supposed to be learning” (p. 57). Journals with guided questions are a great way to incorporate reflection into a program, as well as structured group discussions (Spencer, 2002).

### **Cultural Competence and Transformational Learning**

In this age of globalization and the international workplace, intercultural competence is a skill of growing importance (Fantini, 2000). In order to address theories for developing and assessing intercultural competence, it is prudent to first address the term. Several working definitions of intercultural competence were developed by a panel of intercultural scholars and referred to in “Identification and assessment of intercultural competence as a student outcome of internationalization.” The top three most important elements are “the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture. These common elements stress the underlying importance of cultural awareness, both of one's own as well as others' cultures” (Deardorff, 2006, p. 247).

It is important to note that cross-cultural contact does not automatically lead to competence, and merely intermingling will not necessarily produce intercultural learning (Nam, 2011). “Learning emerges from our capacity to construe those

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events and then to reconstrue them in transformative ways” (Kelly as cited in J. Bennett, 2008, p. 46). As mentioned above, continuous reflection is key as it allows students to process and ultimately internalize what they have seen, heard, tasted, and experienced.

With this idea in mind, GSCR will utilize both Mezirow's Transformational Learning Theory and Howell's theory on Developing Intercultural Competence to actively engage students in increased cross-cultural competence. Mezirow's theory requires eliciting meaning from experience as a guide to action. In short, it is a process that teaches adults to think for themselves (Mezirow & Associates, 2000). The process involves "emancipation from... acceptance of what we have come to know through our life experience, especially those things that our culture, religions, and personalities may predispose us towards without our active engagement and questioning of how we know what we know" (para. 1).

Prior to such shifts in perspective, when something is valued differently from what we are used to, or done in an unfamiliar manner, we tend to unconsciously regard such things as wrong or to evaluate them in a negative way, as opposed to acknowledging the diversity and accepting the difference. Studying abroad, and GSCR specifically, offer students the chance to move past these initial, often subconscious prejudices to discover diverse cultural norms and different social values via a new lens of acceptance and understanding (Nam, 2011).

The process of developing this new lens, according to Mezirow's Transformational Learning Theory, is an alteration of one's perspective via three facets: psychological, or the understanding of oneself; convictional, meaning the



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amending of one's belief system; and behavioral such as lifestyle changes (Clark, 1991). According to Mezirow:

[It] is about making personal understanding of issues or beliefs, through assessing the evidence and arguments of a point of view or issue, and being open to looking at alternative points of view, or alternative beliefs, then reflecting critically on the new information, and making a personal judgment based on a new assessment of the information (para. 12).

Howell's theory on the Development of Intercultural Competence asserts that there are four levels of cultural awareness: unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence. Unconscious incompetence refers to the point in time when one is unaware of the existence of cultural differences. Persons in this stage are comfortable with their actions and have no reason to question their instincts, as they do not realize their unconscious behavior could be misconstrued or that they are misunderstanding others. The second stage, conscious incompetence, is the realization that differences do exist and there may be misunderstanding on both sides. There is no knowledge as to what the differences may be, how numerous they are, or how to go about reaching an understanding. Stage three, conscious competence, is the recognition of the differences, the adjustment of behavior, and the effort of learning culturally appropriate behavior even if it does not come naturally. Previous instinctual behaviors are being questioned and modified. The final stage, unconscious competence, comes with a deep familiarity with the culture. Behavioral instincts

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have been reconstructed and one can act appropriately without much thought or effort (Gariazzo-Dessiex, 2011).

While it takes quite a bit of time and effort to reach Howell's state of unconscious competence, there can certainly be progress between the first three states in a short-term program. GSCR aims to guide students through stage transitions with the help of appropriate prior training and learning of Costa Rican and general cultural differences, discussions, journal entries, and mentoring sessions while abroad.

The constitution of GSCR's academic curriculum, namely group discussions and critical personal reflections, both key components of adult learning, will make it possible for participants to adapt to new experiences (Taylor, 1998, p. 8). Seeing as the students will only be abroad for a short amount of time, a complete shift in worldview, which is at the heart of the Transformation Learning Theory, will not be possible. Nevertheless, learning and internalizing the process of understanding oneself, reevaluating beliefs, and assessing personal behavior is a skill that students can practice forever.

### **Experiential Learning Cycle**

The GSCR program will focus on the discipline of environmental sustainability, though there will also be a focus on cross-cultural competence and personal growth. All three areas will be taught, discussed, and reflected upon on campus and abroad. The key theory that will be used for the academic component of GSCR will be David Kolb's Experiential Learning Cycle.

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Similar to Mezirow, David Kolb, the author of the Experiential Learning Cycle, recognizes that experiences are not automatically educational; there must be a connection (reflection) to the experience to give it meaning (1984, p. 38). The Experiential Learning Cycle is composed of four elements. The first, concrete experience, asks the question “what happened?” It involves contemplating an action and its consequences. The second element, reflective observation, takes feelings into account, reflecting on the question, “What did I experience” and assessing the behavior of the action. The third stage, abstract conceptualization, is where such reflections are assimilated into new concepts. The learner realizes why the actions had such consequences and makes decisions on what to do differently next time. The final element of the cycle, active experimentation, is the implementing and testing of the revised behavior (1984).

While Kolb recommends starting at the first element, it is possible to begin at any stage as long as the sequence is followed. The main point is that "knowledge results from the combination of grasping and transforming experience" (Kolb & Boyatzis, 1999). Students of GSCR will begin working with the Experiential Learning Cycle while still on campus. There will be opportunities to experiment with the learning cycle using previous incidences, personal or otherwise, and with new ideas introduced by the faculty facilitator. While abroad, students will engage in the learning cycle by reflecting on and discussing new course material, incidents during volunteer work, and experiences with Costa Rican culture and any culture shock.

### StrengthFinders 2.0

The aspect of GSCR involving personal growth is designed to help students gain a clearer understanding of who they are individually in relation to others, both within their own culture and society and on a global scale. This element of the program is important because it coaches students toward becoming young adults that are socially competent, confident around others and with themselves, self-aware and able to recognize healthy risks and boundaries, form appreciation for human diversity, are not threatened by differences, and are comfortable taking initiative for their own affairs (Kuh, 2013).

The personal development tool that will be employed throughout the course is the Gallup Business Journal's book *Now, Discover Your Strengths (StrengthsFinder 2.0)*. *StrengthsFinder 2.0* is an assessment of one's top five or ten strengths out of 34 options. The book describes how the strengths can be employed, which other personality types they would get along with, and how building on one's strengths is more beneficial than focusing on weaknesses (Rath, 2007). According to Buckingham and Coffman (1999), tapping into a talent one is predisposed to is motivating and increases one's self-confidence. Furthermore, recognizing personal strengths and weaknesses helps one better comprehend the actions and motivations of others (Rath, 2007). In a program where students will be working side-by-side in a cross-cultural setting, it is important to set this foundation of understanding and acceptance.

Linking on-campus and field-based studies gives students the chance to put what they have learned in the classroom into practice. As Esposito and Jones (2009)

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assert, “it is helpful to engage in academic pursuits during the semester prior to departing for the study abroad destination... Being prepared ahead of time academically allows the students to actively integrate what they have learned with what they are currently experiencing through cultural immersion” (para. 9).

Students will be experiencing field trips, guest speakers, discussions, and reflection while abroad, but the accumulation of knowledge ahead of time will help provide rich opportunities for growth, discoveries, and deeper comprehension based on prior knowledge obtained on campus.

### **Goals and Objectives**

#### **Program Goals and Objectives:**

The purpose of GSCR is to create a program that makes a positive difference in local and global communities while enabling students to increase their academic knowledge, cultural competence, and personal awareness within a limited amount of time.

GSCR has the following goals:

- The program will contribute to students’ academic knowledge of environmental issues, sustainability and their global footprint
- The program will help students to be responsible global citizens
- The program will build students’ understanding of and respect for cultural diversity

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- The program will empower students as individuals through heightened personal awareness and growth.

The objectives for GSCR are:

- The program will teach Environmental Sustainability via experiential learning.
- The program will facilitate opportunities for students' personal development.
- The program will establish GSCR as an annual course and study abroad option for the University of Colorado, Boulder.

### **Participant Goals and Objectives:**

Through participation in GSCR, students will gain confidence and embrace their abilities to positively impact their community and world.

The goals for participation in GSCR are:

- For students to each contribute at least 45 hours of volunteer work to the host program.
- For students to earn five college credits toward their undergraduate degree:
  - Two credits for the on campus section
  - Three credits for the overseas section and conclusion

The objectives for participation in GSCR are:

- For students to gain confidence and learn new skills such as communication, collaboration, initiation, and leadership for their future personal and

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professional endeavors.

- For students to gain out-of-the-box experience in problem solving and critical thinking.
- For students to explore a new or familiar interest in Costa Rican culture.
- For students to gain a new perspective on the United States and the student's own cultural heritage.
- For students to dispel and fight stereotypes by passing new ideas onto others.
- For students to become "global citizens."

(University of Colorado, n.d., webpage *Why Study Abroad*).

### Needs Assessment

The needs assessment was accomplished by reviewing the study abroad programs CU currently offers, and establishing whether there is a program that meets the criteria put in place for GSCR. CU has an extremely comprehensive study abroad website, with drop-down menus for almost every program specification. CU has over 300 successful study abroad programs, 34 of them faculty-lead, and 32 take place over the summer. However, there are two elements missing from current programs that are incorporated in GSCR: a course-linked program and an intentional focus on cultural competence, academics, and personal growth.

### Program Description

Study abroad programs currently offered by CU are independent from any on-campus course. GSCR will change this by integrating material from the on-

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campus course into the study abroad segment. Coursework will include segments involving academics (Environmental Studies), cultural competence, and personal growth. This time on campus promotes a more intense learning experience, as more time is spent studying, preparing, and teaching about a diverse set of subjects. Once abroad, this learning can be applied in practical and educational ways rather than being taught for the first time.

A distinctive characteristic of GSCR is the inclusion of cultural competence and a focus on personal growth. Whether participating students are sophomores, juniors, or seniors, they will eventually graduate and enter a global workplace. A program that takes them overseas and concentrates on developing their cross-cultural understanding and skills will be incredibly useful in preparing them for a career within the global economy. Personal growth and development is essential in facilitating students to become self-sufficient young adults. This program is designed to help students recognize their skills and strengths, build their confidence to put their skills to practice, and to accept challenges for future growth.

The program is beneficial to all involved parties. CU will have an additional option for the Natural Sciences Core Curriculum elective and a new study abroad program to offer inquiring students. This will promote the University's desire for study abroad participation in new students.

The community of Tortuguero, Costa Rica will have 15 to 25 young adults collaborating with community members and host volunteers on their Turtle Project, and fostering new, positive cross-cultural relationships.

Global Volunteers Network will have an established university working with



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them. It will keep their involvement in the Turtle Project sustainable and aid in their mission to make a difference in the world through volunteer efforts.

CU students will gain academic knowledge, have a chance to apply that knowledge to a real-world situation, and obtain valuable and educational overseas experience.

The design of GSCR is to reach students in the areas of increased cultural competence, academic knowledge, and personal awareness and growth. Students will participate in nine on-campus meetings throughout the spring semester. In these meeting the students will complete readings and assignments, contribute to classroom discussions, entertain guest speakers, and partake in a personality/leadership test. This segment of the program is designed to prepare students to be able and ready to apply their newly acquired knowledge to hands-on experience.

The program is designed for 25 students from the University of Colorado, Boulder. Because of coursework assigned on-campus prior to departure for Costa Rica, the program cannot accommodate students from other universities or campuses. Students must be at sophomore standing, with a GPA of 2.50 or higher. Students of all majors are welcome to participate.

While there are no prerequisite courses, it is highly recommended that students have a previous college-level Spanish course and a semester of college-level Biology and/or Environmental Sciences. Applicants with these courses will be given preference in the admissions process.

The program is designed to teach students in an academic setting about

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environmental sustainability, working definitions of intercultural competence and aid in their personal development through self-comprehension and acceptance. This will be accomplished with a variety of learning techniques which take into account aural, visual, and verbal learning styles (Learning Style Inventory, 2013).

Once students arrive overseas, teaching will continue. They will learn in a classroom setting, as well as in their daily activities. During the first two weeks, students will have hands-on involvement. This will include witnessing a sustainability program, helping newly hatched turtles survive their beach-walk to the water, aiding in research, constructing and maintaining hatcheries, and building a personal concern for endangered species that is heard to teach in a classroom or from a book. In the midst of the volunteer work, students will be forming partnerships and friendships with local Costa Ricans, expatriates, and other volunteers with the host program.

Students will also be living with host families. This will enable them to experience Costa Rican culture. They will have an opportunity to interact with their host families, practice Spanish and salsa dancing skills, eat locally prepared meals, listen to local radio and music, and watch Costa Rican and Latino television.

Upon departure from the turtle conservation project, students will tour the Costa Rican cities of La Fortuna and Monteverde for the final week. In Monteverde, students will work with locals and other volunteers to help eradicate non-endemic plant species that are destroying the natural foliage. They will also help maintain trails to keep tourists from wandering and trampling native plant species. Students will participate in the preservation of a second critical ecosystem, and will learn

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many features of the rain forest and the canopy from the Monteverde host leader. This will help remind students there are many environmental areas to experience, and each builds off of and depends on the health of the others.

The academic experiences of the final week are in conjunction with specific learning exercises to help students learn to take risks and realize their self-potential. During the entire time abroad, there will be a variety of local guest speakers, daily journal prompts, discussions, and project-related assignments.

The GSCR proposal will be submitted for review in the winter of 2014. Once approved, the spring and summer of 2014 will be dedicated to building relationships with the host community and program, and marketing GSCR on the CU campus. Student applications and acceptance will take place during the fall semester of 2014, with signed study abroad contracts due to the OIE by December first. The GSCR on-campus course commences with the first day of class, spring semester 2015, concluding with a pre-departure orientation in May. Students will spend three weeks of the summer in Costa Rica during CU's summer term A. Once home, the final project is due July 2, 2015 (please see Appendix A for program timeline).

### Curriculum

The curriculum for GSCR is based on three program segments: on-campus, overseas, and the final project. The first two segments will incorporate learning activities regarding environmental sustainability, cultural competence, and personal growth. As Donnelly-Smith noted, success in these three areas has to be intentional,

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incorporating structured learning, ongoing reflection, and in-depth experience (2009). Methods of instruction will include guest speakers, assigned and recommended readings, films, team and individual presentations, projects, panel discussions, writing and journal assignments, and lectures. For the final assignment, students will be asked to create a presentation focusing on one of the three program aspects and apply it to their university, professional work or personal experiences. This assignment, which is a chance for students to articulate how they were affected by studying abroad, exemplifies Kolb's learning cycle in that students are asked to reflect and assess their actions, consequences that took place, and how they'll make new decisions and revise their behavior in the future (please see Appendix B for program syllabus).

Students and faculty will only meet for three hours every two weeks. As a result the faculty facilitator will create an online academic portal supplied by CU where students can interact, ask questions, revisit the course syllabus, and find links to lectures, assigned readings and short films.

### On-Campus

During the on-campus section, GSCR will have nine classroom meetings throughout the semester. The first day will open with an introduction and welcome to the program, transitioning into icebreaker exercises and team building. The faculty facilitator will then help the participants set *norms*, which are defined as "the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors" (Princeton, para. 1). Once the introductions are completed and norms are set, the faculty facilitator will detail the syllabus for the on-campus

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portion, the itinerary for the overseas segment, and travel preparations including passport, visa, and vaccination information. The assignment is for students to compose a personalized learning plan, helping them articulate what they hope to achieve academically, cross-culturally and personally from the GSCR program. This plan will be revisited during evaluations.

The second week of the on-campus segment will spotlight personality assessments based on the Gallup Business Journal's book *Now, Discover Your Strengths (StrengthsFinder 2.0)*. Students will be asked to pair up in class, interview and discuss their strengths with their partner, and present each other to the class. The questions and presentation will include how the descriptions of their strengths resonated with them, examples of how they've seen their strengths in real life, and how those strengths could be useful during the GSCR program, particularly in regard to the volunteer segment while overseas. For example, if a student is strong in communication, they will be the spokesperson for the students while in the field; or if a student is inclined to strategy, they can help problem solve or organize new Turtle Project endeavors.

The third, fourth and fifth classroom sessions will focus on issues of environmental sustainability. Discussion of resources, global issues, and current practices (good and bad) will be introduced. Students will have the opportunity to share their knowledge and experiences with the subject. The general topics covered will include energy systems and use, water use, land use, and biodiversity. As these major elements become clear, issues specific to Costa Rica will be incorporated, such as deforestation, endangered species, ecotourism, sea turtles, and agriculture.

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Week six will detail Costa Rican culture and history. The main textbook, *The Costa Rica Reader: History, Culture, Politics*, offers the students a story of Costa Rica told in first person from articles, books, and interviews of those young and old, triumphant and suffering, who helped create the nation (Molina, 2004). Current events will be introduced in the classroom, along with short films and other recommended readings. In line with Mezirow's learning theory, which encourages learners to reflect on previous experiences in order to gain a broader understanding of new ones (Clark, 1991), students will have a chance to research similarities and differences between their culture and history and Costa Rica's and discuss them as preparation for the upcoming trip.

Week seven and eight, the faculty facilitator will transition into cross-cultural competence, understanding, and communication. CU has an on-line cultural training program called *What's Up with Culture* that assists students through Howell's four states of intercultural competence development, starting with subtle and hidden dimensions of culture and working through understanding one's own culture, others, and the importance of this understanding (Garriazzo-Dessiex, 2011). What is taught in the online training will be supplemented with lectures, discussions, and assignments in the classroom. A portion of class time will be set aside for the introduction and practice of basic Spanish phrases to aid their interaction with the host families (please refer to Appendix C). The final week on campus is the pre-departure orientation covering essential information supplied in CU's handbook, *Essential Guide to Study Abroad*.

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### Overseas

Once overseas, students will hear from a variety of guest speakers, participate in group discussions, keep a running daily journal with topic prompts from the faculty facilitator, and partake in several field trips during their three weeks (please see Appendix B, the syllabus, for examples of journal prompts).

The first two weeks are spent in Tortuguero, living with host families and working with sea turtles. Curriculum plans illustrate both Kolb's Experiential Learning Cycle and Mezirow's Transformational Learning Theory with activities that promote students' discussion and reflection of experiences in order to increase understanding and revise behaviors. The first week involves an on-site orientation, a visit from a local community member active in the sea turtle conservation, a group discussion involving students' concerns, met and unmet expectations, and a chance to share general thoughts. There will be an environmental excursion during the weekend where students go on a wildlife boat tour of Tortuguero with chances of spotting Spider Monkeys, Howler Monkeys, Caiman, river turtles, tropical birds, Poison-Dart Frogs, Tree Frogs, snakes, and other rain forest dwellers. Finally, there will be a community gathering over the weekend during which students can play *fútbol*, learn to cook local favorites, and practice local dances such as Salsa and Cumbia.

The second week is similar to the first, with a guest speaker from the host organization, and a group discussion. Academic Journals will be collected at the beginning of the week for the faculty facilitator to review how each student is progressing. Students will be advised their journals will be collected and evaluated

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throughout the program. The final evening in Tortuguero will once again be a community gathering with food, dancing and a chance to share addresses and say goodbye to new friends and host families.

The final week abroad is a travel week to Monteverde and La Fortuna. In Monteverde, students will participate in a guided day and night hike through the Cloud Forest, volunteering at the Santa Ana Cloud Forest reserve and learning about the flora and fauna and how it differs from that in Tortuguero. During the hikes, students may have the chance to see the Quetzal birds, Peccarys, Tapirs, Sloths, Howler, Spider and Capuchin Monkeys, Coatis, amphibians, snakes, and spiders. Two activities, zip-lining and white water rafting, are planned to help students conquer fears and push past mental obstacles, growing in confidence and learning new skills. On the last night, students will be staying in Heredia, near the airport, where the group will have a final, re-entry orientation and a time for evaluations.

### **Final Project**

While there will be no more classroom meetings for GSCR, there will be an online portal provided by CU which allows students and the faculty facilitator to interact, ask and answer questions, and for students to post their final presentations. The presentations are individual, and should demonstrate newly acquired knowledge in one of the three areas GSCR addressed- environmental sustainability, cultural competence, and personal growth - and how it is applicable to their career and/or university experience. Students are welcome to present their project in the format they prefer, such as video, Power Point, or Prezi. Final



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program evaluations will be distributed online once students' projects are submitted (See Appendix C for a program syllabus).

### Orientations

Three orientations are held throughout the program; pre-departure, on-site, and re-entry. The pre-departure orientation is held during the final on-campus classroom meeting. Students will have four weeks between the conclusion of CU's spring semester and the commencement of the summer term, which is departure day for Costa Rica, to make final travel preparations. Students will have already reviewed certain sections of the CU Study Abroad Handbook with the professor several weeks earlier, and the orientation will provide time for more detail and questions.

The faculty facilitator will cover the following topics:

- Forms and paperwork that need to be submitted
- Travel registration with the United States Department of State
- Where to access a packing list
- Academic requirements
- Transportation plans
- Meals
- Cultural expectations
- Behavioral expectations and discipline
- Home-stay expectations
- Finances and travel monies
- Overseas communication

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- Health and Safety
- Crisis management
- Expectations once home

The on-site orientation is led by both GSCR's faculty facilitator and the in-country facilitator from the host program, Global Volunteers Network. Along with reiterating important topics from the pre-departure orientation, students will be assigned host families, work tasks will be detailed and possibly demonstrated, the daily itinerary will be explained including meals and breaks, a list of emergency contacts and chain-of-command contacts will be distributed, and house/community rules will be covered along with a reminder of appropriate cultural behavior. Students will be given a map of the area, which highlights the homes where they and their peers are staying, the bank, the medical clinic, a grocery store, and the work site. There will be a time at the beginning to welcome students and make them feel comfortable, and a question and answer session at the end to help assuage any concerns or confusion.

The re-entry orientation will be held in Heredia, Costa Rica, on the final night of the overseas segment. Journals and evaluations of the overseas segment will be submitted at this time. The orientation will include a description of the students' final presentation, which is due online ten days from their return home, in conjuncture with CU's summer session dates. Students will also be given advice for re-entry and advised to read the second module of *What's Up with Culture* titled "Welcome back! Now what?" (Gariazzo-Desslex, 2011). Key aspects of the module will be printed and distributed to help students in their transition back home.

### **Program Marketing**

As a university-sponsored program, GSCR will work closely with CU's Office of International Education (OIE) for campus marketing. Along with supplying colored flyers and at least one large poster display, the office provides a booth at all study abroad fairs and campus events. The most critical aid offered, however, is a program link and course description on the university's study abroad website. The description space allows for coursework and travel detail, host country information, and photographs. According to the University of Colorado's website, most students inquire about study abroad programs by visiting the International Education office and acquiring flyers, and/or visiting the study abroad website and browsing program options (Colorado.edu, n.d.). Distributing flyers and a website is an important first step in acquiring student interest.

Since GSCR is a program connected to an on-campus course, the OIE will contact the Office of the Registrar to include the course number and description of the program in CU's course enrollment packet and online system. The coursework for GSCR meets the eligibility standards for the Natural Sciences Core Curriculum requirement, and will be presented as such.

Daily active promotion will be performed by the OIE with the assistance of the faculty facilitator. The facilitator will use a variety of techniques in promoting the program. Information submitted to the university's broadcasting system will be displayed on university computer kiosks, advertisements will be posted in department newsletters, and the faculty facilitator will perform classroom visits and announcements in targeted departments and campus clubs. The faculty facilitator

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will also organize and host information sessions in campus classrooms. The OIE assist in these sessions by supplying flyers and access to the program's online application. While the target majors are Environmental Sciences, Biology, Ecology, Geological Sciences, Humanities and Spanish, students of all departments will be welcome to participate.

### **Participant Recruitment and Admissions**

In order to participate in GSCR, students must have a GPA of 2.5 or higher, be at least of sophomore standing, and enrolled at the University of Colorado's Boulder campus. The program can accommodate a minimum of 15 students and a maximum of 25. Speaking Spanish is not a requirement for admission. Basic phrases will be taught during two of the on-campus meetings, and a beginner's Spanish language book is assigned for the on-campus portion.

The admissions process will involve an online application and two faculty references. The application consists of basic information questions, an essay and a college transcript. The essay will ask students to explain why they believe environmental sustainability, cultural competence, and personal awareness are important, and to include personal experiences regarding these three areas. The references must be from college-level professors who had the applicant in one of their college-level courses, whether on the Boulder campus or at another institution. Once accepted, students are sent a packet containing a study abroad handbook and several forms to be returned to the Office of International Education. These forms include a participant contract, emergency medical authorization form, release,

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medical and behavioral disorder disclosure, personal conduct agreement, and emergency contact information [please see Appendix C for application and forms].

### **Staffing Plan**

The staffing plan for GSCR is comprised of the faculty facilitator, the Office of International Education at CU staff, and the in-country facilitator/community liaison.

#### **Faculty Facilitator**

The faculty facilitator is a tenured professor in the Biological Sciences and Environmental Studies Department at the University of Colorado with extensive previous experience leading field courses. The main role of this position is that of program professor. The faculty facilitator will lead students through both the on-campus and abroad section, holding lectures, assigning projects, grading, and making final evaluations. They will be in charge of arranging the syllabus, developing the curriculum, and organizing the orientation.

Additional duties will include acting as program liaison with the Office of International Education (OIE). This entails communicating crucial details such as logistics, dates, and stipulations on eligibility; finalizing the program itinerary; submitting budget figures and providing payment information; and contacting and finalizing contract and program details with the host provider. The faculty facilitator will be an integral part of the marketing and recruitment process, actively leading information meetings and selecting their preferred applicants.

#### **Office of International Education (OIE):**

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Once the Director of Study Abroad Programs approves *GSCR*, their inclusion of the program in online and hard marketing material is an essential part of the marketing process. Details of the program will not only be available online and in the office, but the OIE will submit a course description, provided by the faculty facilitator, to the Office of the Registrar to include in the university's course enrollment packet.

Additionally, the OIE will be tasked with managing program aspects such as providing and collecting necessary enrollment material, recording student data, reviewing the budget, distributing the student and parent handbook, and explaining the health and safety plan.

### **In-Country Facilitator/Community Liaison**

The facilitator from the host organization is the OIE's contact in Costa Rica while the program is being planned and the in-country guide while the travel group participates in the Turtle Project. They will facilitate the signing of contracts between the host organizations and CU, identify potential risks and health considerations, organize and assign housing, prepare transportation and meal arrangements, and train/lead students through the daily volunteer activities once they have arrived. Given that Global Volunteers Network already has several in-country leaders that work with volunteers, their administration will collaborate with the OIE to select which of the community liaisons would work best with *GSCR* students.

## Logistics

### **Transportation and Travel Requirements**

Students are responsible for purchasing their own flights to and from San Jose, Costa Rica. Students must submit a copy of their international flight itinerary to the OIE at the university by March 9, 2015. All participants will be provided ground transportation for program-related travel, including airport pick-up and drop-off. Upon arrival, a representative from Global Volunteers Network (GVN) will meet the group at the airport in San Jose and provide transportation to the volunteer site in Tortuguero. Motorboats are the foremost means of transportation around Tortuguero, as it is comprised of islands and canals. The final leg of GSCR's journey to their beach site will be via boat, as will their planned weekend excursion.

On the day of departure, GSCR will have a boat ready to return students to the mainland, and a bus and driver from Caribe Tours waiting at the drop-off point. Caribe Tours will be GSCR's transportation for the remainder of the trip.

While there is no visa requirement for a three-week stay in Costa Rica, there is a departure fee of \$29 USD that students will be made aware of prior to departure.

### **Accommodations**

Students will be staying with host families for the first two weeks of the program. These families will be screened and selected by both GSCR and GVN, and many will be actively involved in the Turtle Project along with the students.

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The final week will be comprised of four nights in Monteverde, two nights in La Fortuna, and one night in Heredia near the airport. Accommodations in Monteverde will be the Camino Verde Bed and Breakfast, where students will have walking access to town. Students will stay at the Hotel San Bosco in La Fortuna.

As La Fortuna is several hours away from San Jose, the final night will be spent at the Hotel America in Heredia, a suburb of San Jose. The proximity of the Hotel America to San Jose will aid in a timely departure for the airport in the morning. A departure orientation will be held in the hotel's meeting room, and students will fill out a simple evaluation form regarding GSCR's tour logistics.

### **Meals**

While volunteering, breakfast and dinner will be provided daily by, and enjoyed with, the host family. During evenings without class or guest speakers, students are encouraged to spend the evening with their host families, helping to cook and clean and participating in the family's usual evening activities. Lunch is provided on site at the beach, and sack lunches will be prepared for the weekend excursion and departure day. During travel days, all breakfasts and lunches will be provided at restaurants and hotels. Students will have two free evenings, the last evening in Monteverde and the first in La Fortuna. Dinner on these nights will be the responsibility of the students. Typical Costa Rican meals include *gallo pinto* for breakfast (rice and beans with eggs), rice, beans, meat, salad, and vegetables or *papas* for lunch, and rice, beans, salad and meat for dinner. Meat is primarily chicken, beef, or fish. For the logistics table, please refer to Appendix E.



## **Health and Safety Plan**

As stated on the CU website, “Although most trips abroad are trouble-free, being prepared will go a long way in avoiding the possibility of serious trouble” (health and safety, para. 1). Participant health and safety is of extreme importance to both CU’s Office of International Education and to GSCR. The program administrators have gone through extensive preparation to make sure participants remain safe and healthy while abroad. First and foremost, all participating students will be automatically enrolled in International Educational Exchange Services’ (IEES) health and accident insurance program. The faculty facilitator will detail all suggested vaccinations on the first day of the on-campus segment. This will allow students ample time to make doctor appointments if necessary.

The faculty facilitator, in partnership with the Office of International Education and in-country facilitator, will be made aware of all nearby health clinics and hospitals while abroad. They will at all times have a comprehensive first aid kit available. The faculty facilitator will also have student medical information and an international mobile phone in case the home office needs to be contacted. Based on student consent, the medical release forms included in the program acceptance forms authorize the local practitioners and medical staff to treat the student and gives consent for the student to receive necessary medical attention. Each student will receive a laminated index card with a list of emergency numbers, the faculty facilitator’s mobile phone, and the home office. The back of the card will have the lodging addresses and phone numbers should students find themselves lost or in need of a taxi.

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Once a student is accepted to the program, a full medical and behavioral disorder disclosure is highly recommended. It is important that GSCR is aware of such information in order to act quickly and accordingly should an incident arise. Student's medical information and history will be held strictly confidential and will be shared with program staff only. If a student is not willing to disclose their medical history they must supply a waiver clearing GSCR of any wrong doing should their refusal cause them or others personal harm or death.

During the pre-departure and arrival orientations, students will be made acutely aware of GSCR's behavior conduct code and will be asked to sign a behavior agreement. Students are required to behave as ambassadors for their country (Please refer to Appendix D for medical consent forms and program agreement). Accordingly, students should be respectful of each other, the Costa Ricans they are in contact with, local customs, program staff, and activity vendors. It is at the discretion of the program staff to approach misbehaving students. They will be given one warning and will be sent home at their own expense upon a second violation. Any use of illegal substances is strictly prohibited and, if local authorities do not arrest them, students will face immediate expulsion from the program.

Additional orientation information will remind students they are ultimately responsible for their own safety. Students will be briefed about theft and crime in Costa Rica. They will be advised to leave valuables, such as good jewelry or computers, at home and reminded of the importance of traveling in a group at all times. A comprehensive health and safety plan is available in a handbook provided by CU called the *Essential Guide to Study Abroad*.

### **Crisis Management Plan**

According to the British Broadcasting Corporation (2012), Costa Rica is one of the safest counties in Central America, with a stable democracy and no active military. However, an individual crisis, political uprising, or environmental disaster can still occur (para. 16). The first step in GSCR's crisis management plan is an overall understanding that travel warnings regarding Costa Rica are immediate "triggers" to cancel the trip (CU, 2013). If a program is cancelled prior to departure, all program funds paid to the University of Colorado will be refunded. Students will have the opportunity to register for another on-campus class if desired, and the university will work to provide on-campus housing where needed.

If the program is cancelled while students are already abroad, students will be advised to leave the country immediately. Program fees, plane tickets and other costs of travel are generally nonrefundable. For this reason, students are required to purchase travel insurance to cover these possible losses. Coursework already completed will be taken into consideration and the university will try to facilitate credit completion.

In the case of political uprisings or natural disasters, program staff will contact the U.S. Embassy for the latest public announcements, and will act according to the advice given by the Embassy and the U.S. State Department. Possible actions include evacuation, transferring to an Embassy compound, or remaining on-site. Once the action of the group is determined, the faculty facilitator will contact the Office of International Education and information will be distributed to parents and other invested parties.

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Examples of individual emergencies include physical assault, sexual assault, kidnapping, theft, physical illness, mental illness, or injury. Should an emergency situation arise, CU's student study abroad handbook mandates that local police or medical emergency services are contacted (the Costa Rican equivalent of 911), as well as program staff and parents of the students involved. Upon final review and approval by CU, it will be recommended that students and program staff follow the host program's specific emergency protocol first, as stated in the CU Study Abroad handbook (p. 66).

### Budget

Title	subtitle	Cost (U.S. \$)	Unit	Total USD
<b>Staff</b>				
	Faculty	\$2,500	1	2,500
	Guest Speakers	\$300	2	600
<b>Marketing</b>				
	Posters/Flyers/Brochures	\$100	1	\$100
<b>Pre-Departure</b>				
	Flights (faculty)	\$550	1	\$550
	SIM Card	\$50	1	\$50
	First Aid Kit	\$20	1	\$20
	CU Study Abroad Handbook	0	25	0
<b>In-Country</b>				
	Contingency Funds	\$100	1	\$100
	Host Organization	\$1,300	25 x 2 weeks	65,000
<b>Accommodation</b>				
	Accommodations Monteverde	\$12	25 x 4 nights	1200
	Accommodations La Fortuna	\$21	25 x 2 nights	1050
	Accommodations Heredia	\$20	25	500
<b>Transportation</b>				
	Airport transportation, arrival	\$150	1	150
	Bus rental weekend two	\$180	1	180
	Bus rental Week Three	\$715	1	715
<b>Meals</b>				
	Tortuguero	0	25	0
	Weekend Two	25	25	625

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	Monteverde	60	25	1500
	La Fortuna	20	25	500
	Heredia	10	25	250
<b>Excursions/ Cultural Activities</b>				
	Tortuguero town/wildlife excursion	10	25	250
	Monteverde Cloud Forest Hike	\$60	2	120
	Monteverde Night Hike	\$60	2	120
	Monteverde zipline canopy tour	\$35	25	875
	Monteverde volunteering	\$10	25	250
	Arenal Volcano Observatory	\$7	25	175
	Arenal Hot Springs	\$16	25	400
	La Fortuna white water rafting	\$70	25	1750
<b>Re-entry</b>				
	Printing	\$1.60	25	40
Subtotal of Program Cost				79,570
Overhead				10,430
Total Cost Per Student				3,600
Grand Total				90,000

### Budget Notes

The budget for GSCR is based on current prices as of January 2014 and is reported in U.S. Dollars. The assumed number of students is 25. The general overhead for the program is thirteen percent and is included in the participant cost. The overhead covers such ongoing expenses as program development, printing, CU's study abroad website maintenance, material for campus events and fairs, and administration costs. The total program budget is subject to change depending on the final number of students and conversion rates from U.S. Dollars to the Costa Rican currency, Colones.

Staff

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- a. The faculty facilitator will receive a summer course salary. The spring course will be considered part of the faculty facilitator's regular workload.
- b. The Guest Speakers will receive a one-time payment.

### Marketing

- a. Posters/Flyers/Brochures

Marketing efforts, including the hanging of posters and distribution of flyers and brochures will be the responsibility of the sponsoring faculty facilitator.

### Pre-Departure

- a. Flights

Flights will be covered for the faculty facilitator only.

- b. SIM Card

The faculty facilitator will be provided with a SIM card for their mobile phone.

- c. First Aid Kit

The faculty facilitator will carry a first aid kit with them, which contains standard ointments, bandages, an epipen, and other possible necessities for minor incidents.

- d. CU Study Abroad Handbook

Packets include information regarding contact information, administrative details, practical and emotional matters, and checklists.

Packets are provided for parents and guardians, as well. Information

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packets are put together and distributed by the university for study abroad programs. No additional cost required.

### In Country

#### a. Contingency Funds

Funds will be for use by the faculty facilitator only, and will cover any monetary discrepancies due to changes in the exchange rate, or unforeseen changes in logistics.

#### b. Host Organization

The costs covered under the host organization are for the first two weeks, and include accommodation with host families, three meals daily, airport pickup, training, on-site supervision, optional Spanish lessons.

### Accommodation

#### a. As part of the organized group rate, accommodations are provided free by the hotels for faculty facilitator and bus driver. All costs are calculated per student.

#### b. Monteverde

Four nights will be spent at the Camino Verde Bed and Breakfast.

#### c. La Fortuna

Two nights will be spent at the Hotel San Bosco in La Fortuna, which the university already has associations with from previous study abroad programs.

#### d. Heredia

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The final night will be spent at Hotel America in Heredia, which is near the airport but in a nicer neighboring city.

### Transportation

- a. Airport transportation, arrival

A bus and boat will be provided for airport pick-up and transport to Tortuguero, respectively.

- b. Bus

A bus will be provided for excursions during the second weekend, and for the entirety of the third week. Third week travel includes Tortuguero to Monteverde, Monteverde activities, Monteverde to La Fortuna, La Fortuna activities, La Fortuna to Heredia, and airport drop-off from Heredia on the day of departure.

### Meals

- a. As part of the group rate, all meals for faculty facilitator and bus driver are provided free by the vendors. All costs are calculated per student.
- b. All student meals are included by the host organization during the first two weeks.

- c. Weekend Two

Lunch will be provided en route to Monteverde. Monteverde

Dinner will be provided at a local restaurant upon arrival. From there, all breakfasts and lunches and two dinners will be provided by GSCR or activity vendors. Participants will be required to provide their own dinner on the final night in Monteverde.



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### d. La Fortuna

While in La Fortuna, all breakfasts and lunches will be provided by GSCR or activity vendors. Students will be required to provide one dinner on their own.

### e. Heredia

All meals, dinner and breakfast, are provided.

### Excursions/Activities:

a. All costs for activity participation are calculated per student and faculty facilitator unless otherwise stated. Activities are listed below:

1. Tortuguero Town/Wildlife Boat
2. Monteverde Cloud Forest Hike: Students will be divided into two groups, and costs are calculated per group.
3. Monteverde Night Hike: Students will be divided into two groups, and costs are calculated per group.
4. Monteverde Zipline Canopy
5. Monteverde Volunteering
6. Arenal Volcano Park
7. Arenal Hot Springs
8. La Fortuna White Water Rafting

### Re-entry

- a. Printing: Three page evaluation handouts and five page information packets.

### **Evaluation Plan**

GSCR will take students' evaluations very seriously. Students' first-hand account of the program and the feedback they share will be invaluable for the improvement of GSCR's entire program, including course content, communication, logistics, organization, and academic achievement. On each assessment and evaluation sheet, students will be reminded that honest answers and feedback are welcome and appreciated; as such answers will be applied to the improvement of future programs.

There will be four evaluations and assessments throughout the course. The first is an assessment that will help the instructor understand the students' knowledge and previous experiences with the course subjects. The second will take place at the end of the on-campus segment, before students depart for the international experience, and will be qualitative and quantitative in nature, using three essay questions and a Likert scale regarding aspects of the classroom experience. The third evaluation will be at the end of the overseas segment before students depart for home. It will focus on the abroad program experience, giving students a chance to reflect on the areas of housing, transportation, food, leadership, and activities. The final evaluation will be sent once final projects are submitted, and will allow students to assess the course as a whole.

### **Day One Assessment**

The assessment on the first day is separated into several parts, each comprised of different evaluation methods with the intention of utilizing multiple learning styles. The students will receive the assessment on the first day, and will be

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asked to turn in the completed form with their learning plan. The main purpose of the assessment is to help the instructor determine where the students are in their knowledge, skill, attitude, and awareness of the areas of environmental studies, cultural competence, and their personal goals and objectives for the course.

The section regarding knowledge, skill, attitude, and awareness will have a Likert Scale of 1 to 5, 1 being novice and 5 being highly competent. Each area will have a space for additional comments and explanations if desired. The second section, with the focus on previous cross-cultural experience, is designed for short answers to two prompting questions. The final section will have a chart of environmental topics, including deforestation, the endangerment of turtles/frogs/bees/etc., ocean pollution, air pollution, soil pollution, global warming, and power/energy supplies. Students will circle the three they are most interested to learn more about. In this section, they will also have a chance to share a lesson/activity they have participated in relating to these areas and state whether or not they would be comfortable sharing them with the group (Sigda, 2013).

### **On-Campus Evaluation**

The on-campus evaluation will be distributed during the pre-departure orientation, is qualitative, and has plenty of space for comments. The first three questions are related and will follow a “start, stop, stay” format mentioned by Professor Stuntz from West Texas A&M. “Start” is having students suggest aspects of other classes they really like that could be implemented into GSCR. “Stop” is referring to something from GSCR that they saw little value in. “Stay” is parts of the course that the students really enjoyed and found useful (as cited in Croxall, 2013).

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The final section will have a Likert scale of 1 to 5, 1 being low and 5 being high, and will address specifics of the course including format, organization, the instructor, readings and assignments. There will be space available for comments.

The faculty facilitator will be assessing students based on participation in discussions, engagement and interaction during class time, presentations, and assignments.

### **Overseas Evaluation**

The third evaluation is collected the evening before students depart for home from their host country. The evaluation focuses on all aspects of the overseas program, including hotels and host families, transportation, restaurants and meals, guest speakers and subjects, activities, cultural excursions, tour vendors, and the faculty and staff students interacted with. These aspects will be evaluated on a Likert scale of 1 to 5, 1 being low and 5 being high. For the professor, the assessment of the students and their coursework will be based on their participation in discussions, engagement and interaction during cultural excursions, and, predominantly, journal entries and reflections (either self-reflection or answers to prompting questions) (Amel & Uhrskov, 2007).

### **Final Evaluation**

The final evaluation will assess the program as a whole, revisiting both the on-campus and overseas segments. The questions will be both quantitative and qualitative, and are similar to those found under the section titled “In-field journal reflection assignment” in *Nafsa’s Guide to Successful Short-Term Programs Abroad* (Quade, 2007, p. 192-193). Example essay questions include:

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- How did the in-country portion help to highlight the information learned during the classroom section?
- List three areas of the program that have affected you the most and how/why. This can include information learned, conversations and discussions held, cultural experiences, self-reflections, or any other area relevant to your personal growth and course knowledge.
- Returning to the chart from the first evaluation, do you feel more competent addressing these subjects now than you did at the beginning of the course? Please offer two examples.
- “Write a short letter to future students in the class, letting them know whatever you think is most important about the instructor, the course, the assignments, and the reading” (Croxall, 2013, para. 2).

The quantitative section would ask the question “Has your experience abroad...” with a list of possible outcomes below, such as “Influenced your future plans,” “Altered your world view,” “Heightened your interest in community service,” “Altered your lifestyle,” “Altered your academic direction,” or “Increased your knowledge of the country(ies) in which you studied?” Students would respond by circling either “Very Much,” “Somewhat,” or “Little or Not at All” (pg. 134).

### **GSCR Faculty and Staff Evaluations**

GSCR’s evaluation plan takes into account feedback from faculty and staff, as well. It is recognized that each administrative stakeholder, CU’s Office of International Education, the faculty facilitator, and the host program staff, has an important role to play in the success of the program. Therefore, at the conclusion of

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the program, faculty and staff will be provided evaluations where they can communicate changes and adjustments GSCR could make in order to assist each role in its tasks and duties in the future. The evaluations will be qualitative, with open-ended questions allowing for detail and explanation of suggestions.

### Conclusions/Implications

A growing concern regarding short-term programs is the lack of contact time students have with their professor, the course content, and the host country/society while abroad. Course-collaboration significantly diminishes this concern by allowing students to study, learn, and work with course material prior to their departure. Once abroad, students are better able to put what they have learned to practice rather than focusing on studying the information itself.

Therefore, GSCR would like to be implement as a new study abroad program for CU's 2014 spring and summer semesters. The importance of this program design can be seen in such positive outcomes as measurable increased cultural competence via participation in a short-term study abroad program, intentional activities for increasing self-confidence in young adults that will soon be graduating from CU and entering the work force, a deeper understanding and scope of course material due to related course content prior to studying abroad, a rise in the number of undergraduates studying abroad as a means of fulfilling core curriculum, and an increased interest in core curriculum material due to the engaging format of course-collaborated study abroad. Should the program succeed, CU would see the possibility of offering similar programs in a variety of subjects and disciplines.

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## APPENDICES

### APPENDIX A PROGRAM TIMELINE

Date	Event
<b>Winter 2014</b>	<ul style="list-style-type: none"> <li>▪ Proposal presented and approved</li> <li>▪ Create promotional material</li> <li>▪ Logistics confirmed</li> </ul>
<b>Spring/Summer 2014</b>	<ul style="list-style-type: none"> <li>▪ Contact and build relationships with partner organization, Global Volunteers Network</li> <li>▪ Marketing commences</li> </ul>
<b>August 1, 2014</b>	First day applications are accepted for participation
<b>October 10, 2014</b>	Application deadline
<b>August 1–November 3, 2014</b>	OIE staff and faculty facilitator review student applications and make admission decisions.
<b>November 3, 2014</b>	Students will be notified if accepted or declined 2 to 3 weeks after completion of application.
<b>November 4-22, 2014</b>	University of Colorado class registration for Fall 2015. Accepted students register for the GSCR on-campus course
<b>December 1, 2014</b>	Signed study abroad contract due
<b>December 18, 2014</b>	Program deposit due
<b>January 14, 2015</b>	First day of class
<b>January – March 2015</b>	Students apply for passports and book their flights to Costa Rica
<b>January 21, 2015</b>	Spring semester tuition due
<b>March 9, 2015</b>	Deadline for students to submit all travel paperwork, including flight itinerary, passport information, emergency and non-emergency release forms, and waiver [see Appendix B]
<b>May 6, 2015</b>	Detailed orientation
<b>June 1, 2015</b>	<ul style="list-style-type: none"> <li>▪ Summer Term A</li> <li>▪ Summer study abroad session tuition due</li> <li>▪ Summer program begins. Students arrive into Costa Rica</li> </ul>
<b>June 22, 2015</b>	Summer program ends. Students fly home.
<b>July 2, 2015</b>	Final poster project due. Student's final evaluations collected.
<b>August 7, 2015</b>	Grades processed.

## APPENDIX B SYLLABUS

### On Campus

Jan 12, Monday: Program introduction

- Setting *norms*
- Details on passports and possible vaccinations
  - Hep A, Typhoid, Hep B, Malaria, Rabies, Yellow Fever.
  - No visa needed for 90 days.
- Explanation of syllabus
- Team building and ice breaker exercises
- Learning plan and goals

Jan 26, Monday: Personality assessments

- Strength-Finders
- Interview with partner, share interview with class

Feb 2, Monday: Introduction to Environmental issues and Sustainability.

- Discussion of worldwide resource use, global issues, and current practices

Feb 16, Monday: Introduction to environmental issues part 2

- Energy systems and use, water use, land use, and biodiversity
- Fishbowl learning activity: several students role play a discussion and the other students watch and listen. A full-group discussion ensues after 15-20 minutes.

March 2, Monday: Environmental Sustainability

- Deforestation, endangered species, ecotourism, sea turtles, and agriculture
- Give list of topics and have students break into groups and pick one. 10 min presentations.

March 16, Monday: Costa Rica History and Culture

- Readings from *The Costa Rica Reader: History, Culture, Politics*, travel guides, and other textbook and literature excerpts

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- Short films on Costa Rica
- Discussions on culture and customs. A chance for students to explore similarities and differences between their cultures and Costa Rica's.
- Quick review of CU's Study Abroad Handbook

### March 30, Monday: Intercultural communication

- Students share previous experiences
- Online module *What's up with Culture*, including module journal prompts
  - 1.2: Culture: The Hidden Dimension
  - 1.3: Culture: Yours, Ours, and Theirs
- Basic Spanish phrases

### April 13, Monday: Intercultural communication

- Rockets and Sparkles activity: two groups with two different sets of rules trying to interact with each other. Discussion after.
- *What's up with Culture*, including module journal prompts
  - 1.4: Whose Fault? Why Values Matter
  - 1.5: Packing up!
  - 1.6: Communication Across Cultures, What are They Trying to Say?
- Basic Spanish phrases

### April 27, Monday: Pre-Departure Orientation

- CU Study Abroad Handbook

## **Overseas:**

### June 1, Monday: Arrive Tortuguero, Costa Rica

- Introductions to Global Volunteers Network's program staff and other volunteers
- Assigned host families

### June 2, Tuesday: On-site Turtle Project orientation

- Two-week program itinerary details, including meals and breaks
- Turtle Project volunteer work task demonstrations

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June 3, Wednesday: Turtle Project volunteer work

- Guest speaker from Tortuguero community

June 4, Thursday: Turtle Project volunteer work

June 5, Friday: Turtle Project volunteer work

- Group discussion

June 6, Saturday: Community gathering with a chance to learn to interact with community members, dance, play *fútbol*, and try cooking local dishes.

June 7, Sunday: Field Trip

- Wildlife boat tour of Tortuguero
- Visit Tortuguero town

June 8, Monday: Turtle Project volunteer work

- Collect journals (journal entries are written daily)\*

June 9, Tuesday: Turtle Project volunteer work

June 10, Wednesday: Turtle Project volunteer work

- Guest Speaker from Global Volunteers Network, the host program

June 11, Thursday: Turtle Project volunteer work

June 12, Friday: Turtle Project volunteer work

- Group discussion

June 13, Saturday: Goodbye fiesta with Global Volunteer Network Turtle Project community

June 14, Sunday: Introduction to second part of overseas experience in Monteverde and La Fortuna

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June 15, Monday: Field Trip, Orientation

- Guided Monteverde Cloud Forest Hike
- Orientation for volunteer work in Santa Elena Cloud Forest, Monteverde

June 16, Tuesday: Volunteer work, Guest Speaker

- Volunteer in the Santa Elena Cloud Forest, Monteverde

June 17, Wednesday: Field Trip, Personal growth/Risk-taking activity

- Guided Monteverde night hike
- Zip-line canopy tour

June 18, Thursday: Field Trip

- Arenal Volcano National Park
- Arenal hot springs

June 19, Friday: Personal Growth/Risk-taking activity

- White Water Rafting

June 20, Saturday: Re-entry orientation

- Final journal collection
- Evaluation of GSCR's overseas segment
- Tips for overcoming reverse culture shock
  - Online module *What's up with Culture*, including module journal prompts
    - 1.1: If you are Going Abroad Soon...
    - 1.7: Surprises and Shocks
- Description of final project

July 2, Thursday: Final project due

### \* **Examples of Journal Prompts:**

- Now that you are abroad, observe your feelings and reactions towards your living situation, the host community, your cohort, and one or two additional things that surprised you and/or that you already expected.

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- Since being abroad, what has been particularly confusing, frustrating, or uncomfortable? Please explain and use examples.
- Please describe a typical day. Are there times you like to be alone? How do you spend this time? Do you spend a lot of time with your cohort, new local friends, or both?
- In what ways do you feel you are adapting to your new environment?
- How are class times, guest speakers, and field trips contributing to your experience overall? Please explain
- Reflect on your learning plan and on goals you set prior to departure. Have you been able to achieve or make progress towards these goals? Are they appropriate in terms of your experiences so far? What additions and modifications would you like to make?

[Source: The above suggestions are adapted from Spencer & Tuma, 2007, p. 192-193]

- What aspect(s) of environmental issues (Sea Turtle Poaching/Deforestation/Land Use/etc.) do you understand in a new light after this field trip?
- What environmental issues affect you the most emotionally?
- In what ways have you seen similar evidence of environmental issues at home, such as land cleared for pastures, rivers constantly full of earth and debris, plantation farming and cash crops?
- What was something you were expecting that wasn't evident? What was something you weren't expecting that was?
- What are possible solutions to these environmental issues, either in a large



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context, such as political changes, or in personal day-to-day life? Please give at least three ideas.

- Please explain how you now can see ways in which environmental issues affect more than just trees or animals? How has it affected the coastline you have been living and working on?
- In what ways have you already seen evidence of these solutions here in Costa Rica or in your hometown?

**Please note** the faculty facilitator will collect academic journals several times during the abroad program. Students wishing to write confidential information may want to keep a separate journal.

**APPENDIX C BASIC SPANISH PHRASES**

▪ Thank you.	Gracias
▪ Thank you very much.	Muchas gracias.
▪ You're welcome.	De nada.
▪ Please.	Por favor.
▪ Yes.	Sí.
▪ No.	No.
▪ Excuse me.	Con permiso.
▪ Pardon me	Perdone.
▪ I'm sorry.	Lo siento.
▪ I don't understand.	No entiendo.
▪ I don't speak Spanish.	No hablo español.
▪ I don't speak Spanish very well.	No hablo español muy bien.
▪ Do you speak English?	¿Habla inglés?
▪ Speak slowly, please.	Hable despacio por favor.
▪ Repeat, please.	Repita, por favor.
▪ What's your name?	¿Cómo se llama?
▪ How are you?	¿Cómo está?
▪ Where is a taxi?	¿Dónde está un taxi?
▪ Is the tip included?	¿Incluye la propina?
▪ How much does that cost?	¿Cuánto cuesta?
▪ Is there a public phone here?	¿Hay algún teléfono público aquí?
▪ Can I get on the internet?	¿Puedo conectarme al Internet?
▪ Can you help me?	¿Me podría ayudar?
▪ Where is the bathroom?	¿Dónde está el baño?

Fodor's Travel. <http://www.fodors.com/language/spanish/basic-phrases/>

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### University of Colorado at Boulder Study Abroad Application Form

#### APPENDIX D APPLICATION

- Please return to the **Office of International Education** (Located in the Center for Community, S355) on or before **October 10**, along with two faculty references. OIE phone #: 303-492-7741
- The faculty references must be signed by the faculty and submitted in unopened envelopes.
- If you are unable to answer a question, or the answer is N/A ("Not Applicable"), please explain.

#### Program Information:

Program Title for which you are applying: \_\_\_\_\_

Program Host Country: \_\_\_\_\_

Term for which you are applying: \_\_\_\_\_

#### Personal Details:

Full name (Last, First, Middle): \_\_\_\_\_

Other names previously used: \_\_\_\_\_

Student ID # \_\_\_\_\_ Date of birth (mm/dd/yy): \_\_\_\_\_

Gender: ☐ male ☐ female      Citizenship: \_\_\_\_\_

Passport information: # \_\_\_\_\_

Place of issue (city, state, country): \_\_\_\_\_

Issue date (mm/dd/yy): \_\_\_\_\_ Expiration date (mm/dd/yy): \_\_\_\_\_

Current address: \_\_\_\_\_

Address valid through: \_\_\_\_\_

Preferred phone #: \_\_\_\_\_ Alternate phone #: \_\_\_\_\_

Preferred e-mail address: \_\_\_\_\_

Campus e-mail address: \_\_\_\_\_

Permanent address (including country): \_\_\_\_\_

Phone # at permanent address: \_\_\_\_\_

# CULTURAL COMPETENCE VIA A SHORT-TERM PROGRAM



## University of Colorado at Boulder Study Abroad Application Form

### 1. Emergency Contact:

Name: \_\_\_\_\_  
Relationship: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Academic Information:

Academic major: \_\_\_\_\_ Academic minor: \_\_\_\_\_  
Class standing: \_\_\_\_\_ Cumulative grade point average: \_\_\_\_\_

Please explain briefly why you would like to participate in the selected program:

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### Essay:

Please explain why you believe the following three areas are important:  
environmental sustainability, cultural competence, and personal awareness.  
Reference personal experiences regarding these areas.

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**2. Health Information Form:**

It is important to us that you have the most enjoyable experience abroad possible. A critical factor in the success of your program is your health and safety while abroad. Therefore, letting the Office of International Education know of any medical conditions ahead of time helps us prepare and act should an incident arise and helps to ensure a positive experience. Your answers do not affect your enrollment, and will not be shared with any parties other than those directly involved with your chosen program. Please try to answer as honestly and completely as possible.

Previous physical health conditions:

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Current physical health conditions:

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Treatment/medication:

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Doctor's name and contact information:

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Previous mental health conditions:

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Current mental health conditions:

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Treatment/medication:

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Doctor's name and contact information:

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Allergies: \_\_\_\_\_

Major injuries, diseases, or illnesses in the past seven (7) years:

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Dietary restrictions (vegetarian, vegan, etc.): \_\_\_\_\_

Additional information you would like to share and/or believe to be useful:

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I, \_\_\_\_\_, certify that I have completed this application to the best of my ability and that all information is accurate and complete.

Additionally, I, \_\_\_\_\_, authorize the release of my faculty recommendations and transcripts to the University of Colorado's Office of International Education. Should my health or living situation change between now and departure, I will let the Office of International Affairs know as quickly as possible.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or guardian signature if applicant is under the age of 18: \_\_\_\_\_  
Date: \_\_\_\_\_

[Source: The above application sections are adapted from Slippery Rock University, 2013]



University of Colorado at Boulder  
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**3. Acceptance, release and waiver form:**

Name of applicant: \_\_\_\_\_ Date (mm/dd/yy): \_\_\_\_\_

Name of study abroad program: \_\_\_\_\_

If I am accepted to participate in the above program, I agree to the following terms.

I recognize and accept that: CU is unable to guarantee my safety or completely eliminate risk from the study abroad program. CU is unable to assure that United States standards of due process apply or provide or pay for legal representation for participants. CU is unable to monitor, control, or assume responsibility for events that are beyond the control of the university or its subcontractors. CU is unable to monitor, control, or assume responsibility for situations that arise from participant's failure to disclose pertinent information. CU cannot be responsible for loss or injury suffered while participant is separated, absent, or traveling independently from any program-sponsored activity.

I understand that, as a participant of a CU study abroad program, I am acting as an ambassador for the university, the United States, and/or my country of origin. I recognize that my host country may have its own laws and standards regarding conduct, and will abide by such laws and standards during my time with the program. If I encounter legal problems with the host country, I accept that the university and host program are not responsible for providing assistance.

In addition to the laws and standards of the host country, I understand that CU and host programs are empowered to establish program-specific rules of conduct. These rules are to be obeyed during the entire course of the program, free time included. If it is decided by an official representative of CU or the host program that I should be removed from the program due to personal conduct, the decision will be final. I will lose all academic credit. I will remain responsible for program costs incurred on my behalf. I understand that specific rules of conduct will be covered in program orientations, and I accept that all program orientations and on-site meetings are mandatory and I am required to attend.

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CU maintains the right to change, modify, cancel or substitute aspects of the program due to altered conditions or should an emergency arise. I understand that program fees based on program logistics, including accommodations and travel are subject to change. I understand that printed fees are estimates, and I agree to pay the actual cost. If I am removed from the program or if I leave independently, there will be no refund of program fees. If I am separated from the program accidentally, I will rejoin the group where they are at my own expense.

Participants in CU study abroad programs are provided with limited health and accident insurance. I am welcome to add coverage and/or purchase travel insurance at my own expense.

I have completed the health information form to the best of my knowledge, and have disclosed any and all health problems, physical and/or psychological. I hereby authorize official representatives of the university or host organization to secure medical treatment on my behalf should the need arise, and I accept full financial responsibility for any treatment. If injury or illness causes my removal from the program, I am responsible for any charges resulting from rejoining the group or returning home.

I understand that I am responsible for my own health, safety, and expenses should I decide to travel independently of the program during free time, early arrival, or late departure. I recognize that neither CU nor the host organization are responsible for my health, safety, or expenses while I travel independently. If I decide to travel independently prior to, during, or after the conclusion of my program, I will notify the CU Office of International Education or my faculty facilitator prior to my departure for the study abroad program.

I recognize that CU monitors travel warnings to study abroad destinations frequently, and takes all precautions for the protection of program participants. I understand that CU and the host organization are not responsible for any and all damage, loss, injury, or death due to political unrest.



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I realize the possible loss or damage of property, ailment, illness or death during the duration of the program due to personal actions or those of the program staff, host organization, tour vendors, or other participants. I agree to release CU, the host organization, tour vendors, and other participants from any and all liability regarding such actions. I agree to release CU, the host organization, tour vendors, and other participants from any and all liability for loss or damage of property, ailment, illness or death due to crimes or accidents before, during, or after the duration of the program.

I hereby consent CU to communicate with my emergency contacts prior to or during my study abroad program for areas deemed necessary, including administrative, health or safety aspects regarding the program.

I acknowledge that I have read, understand, and agree to each of the terms and conditions in this agreement. I recognize that this agreement is a legal contract and affects my rights should I be injured or otherwise suffer damages as a result of my participation in this program. I understand that I am responsible for all program fees, and accountable for my behavior for the duration of the program.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Parent or guardian signature if applicant is under the age of 18: \_\_\_\_\_

Date: \_\_\_\_\_

[Source: Adapted from Iowa State University, 2013; Colorado School of Mines, 2013]

## CULTURAL COMPETENCE VIA A SHORT-TERM PROGRAM

### APPENDIX E LOGISTICS SCHEDULE

Day	Activity
June 1 Monday	• Travel to Tortuguero, Costa Rica • meet host family
June 2 Tuesday	• Orientation • begin volunteer work with sea turtles
June 3 Wednesday	• Sea turtle volunteer work • guest speaker
June 4 Thursday	• Sea turtle volunteer work
June 5 Friday	• Sea turtle volunteer work • group discussion
June 6 Saturday	• Sea turtle volunteer work • community gathering
June 7 Sunday	• Wildlife tour • Tortuguero town
June 8 Monday	• Sea turtle volunteer work • collect journals
June 9 Tuesday	• Sea turtle volunteer work • return journals
June 10 Wednesday	• Sea turtle volunteer work • guest speaker
June 11 Thursday	• Sea turtle volunteer work
June 12 Friday	• Sea turtle volunteer work • group discussion
June 13 Saturday	• Sea turtle volunteer work • goodbye fiesta

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June 14 Sunday	• Depart Tortuguero • Arrive Monteverde
June 15 Monday	• Cloud Forest hike • free time • orientation for volunteering
June 16 Tuesday	• Volunteering with Santa Elena Cloud Forest Reserve
June 17 Wednesday	• Zipline canopy tour • free time • Cloud Forest night hike
June 18 Thursday	• Depart Monteverde • arrive La Fortuna • Arenal Volcano National Park • Arenal Hot Springs
June 19 Friday	• White water rafting
June 20 Saturday	• Depart La Fortuna • arrive Heredia • re-entry orientation and evaluations
June 21 Sunday	• Depart Costa Rica